BULLETIN TO THE SCHOOLS

In this issue:

University Convocation
State School for Blind
School Holding Power

November 1952

VOLUME 39
NUMBER 3

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Members of the Board of Regents on the Steps of the State Education Building, October 1952

Left to right: Alexander J. Allan jr, John F. Brosnan, Dominick F. Maurillo, W. Kingsland Macy, Mrs Caroline Werner Gannett, Chancellor Emeritus William J. Wallin, Chancellor John P. Myers, Vice Chancellor Edward R. Eastman, Roger W. Straus, Edgar W. Couper, Welles V. Moot, Jacob L. Holtzmann

Photograph by Gustave Lorey Studio

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* **MILDRED HAND, *Assistant***

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1 a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A448m-N52-12,000(34756)*

UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 39 NOVEMBER 1952 NUMBER 3

"Education for a Free People"

Convocation Theme Expresses the Philosophy and the Determination of Educators in New York State

THE BOARD OF REGENTS of The University of the State of New York held its 86th Convocation on October 24th, with educators from all parts of the State gathered to discuss problems of public schools, colleges and universities, adult education and professional education.

Sectional sessions were held in the morning and afternoon in the Senate Chamber of the State Capitol and the Guild House of the Cathedral of All Saints. Distinguished speakers addressed these meetings and participated in the discussions. Details of the sectional meetings are reported on pages 88–95 of this issue.

Members of the Board of Regents and their guests met in the River Room of the Hotel Ten Eyck for luncheon. Following the luncheon, portraits of Chancellor Emeritus William J. Wallin and of the late Adelbert Moot, formerly Vice Chancellor of the Board of Regents, were presented. The president of the Yonkers Museum, Thomas B. Gilchrist, presented the portrait of Chancellor Wallin. Regent Welles V. Moot presented the portrait of his father. (Reproductions of the portraits will be found on pages 86, 87 of this issue of the BULLETIN.)

"Education for a Free People" was the theme of the evening session, held in Chancellors Hall. Members of the Board of Regents, guests of the Convocation and Department officials entered the hall in academic procession, to the music of Purcell's "Trumpet Prelude" played by the Crane Symphonette of State Teachers

Chancellor Myers Opens the 86th Convocation

Convocation Guests Join in the National Anthem

College at Potsdam. Professor Maurice H. Baritaud, of the Potsdam college, directed the orchestra.

Chancellor John P. Myers presided at the evening session. After the invocation offered by the Right Reverend Edward J. Maginn, Vicar General of the Albany Diocese of the Roman Catholic Church, Chancellor Myers opened the Convocation. He said:

> The selection of the subject for the Convocation this year, "Education for a Free People," grew out of the belief of the Regents that in a nation which fosters free inquiry in its search for truth, tyranny can not long exist, that despotism thrives only in a climate of ignorance, and that none but an educated people can remain free. Further, it is the deep conviction of the Regents that the character, the moral fiber, of a people is its strongest bulwark of freedom.
>
> Through this all-embracing University, the State of New York seeks to offer equal educational opportunity to all its children from farm, village or city. An education adequate for citizenship in a free nation, and in a family of free nations, must bring to our young people an understanding of the heritage of freedom which is theirs from the Founding Fathers. It must arouse in them an inquiring mind, a mind eager to seek the truth at all costs wherever it may lead, for the truth will keep them free. It must persuade them that in a free society liberty is not license, but that inherent in the Bill of Rights is also a bill of responsibilities. "No man is an island unto himself" but we are "involved in all mankind."
>
> To the education of the inquiring mind seeking knowledge as a means of achieving wisdom, to the enlightenment of the understanding heart, we dedicate this the 80th Convocation of The University of the State of New York.

After the singing of "America," Associate Commissioner Carroll V. Newsom presented the new presidents of colleges and universities of the State, appointed since the Convocation of 1951. Regent Welles V. Moot, chairman of the Regents' committee on higher and professional education, libraries and museums, spoke in welcome to the new presidents. The

names of the new presidents will be found on page 85 of this issue.

New superintendents of schools, appointed since the Convocation of 1951, were introduced by Acting Associate Commissioner Frederick J. Moffitt, and were welcomed by Vice Chancellor Edward R. Eastman, chairman of the Regents' committee on elementary, secondary and adult education. A list of the new superintendents is given on page 95.

The "Prelude and Fugue in D Minor" (Handel-Kindler) was rendered by the Crane Symphonette.

Judge Learned Hand, former Chief Judge of the United States Circuit Court of Appeals, Second Circuit, was guest speaker. Chancellor Myers introduced Judge Hand as follows:

> New York State has had — and still has — many notable lawyers and judges from the days of Chancellor Kent at the time of the establishment of this State and the Nation down to today. None on this list, however, would be more distinguished than our speaker this evening.
>
> Born and schooled here in Albany, he received from Harvard University his arts and law degrees before the turn of the century. As a youth he spent long summers with his kinsfolk in Elizabethtown where the Adirondacks march down to Lake Champlain. His inheritance from pioneer ancestors, his broad education in the humanities as well as in the law, and the days

Participants in Convocation Degree-Conferring Ceremony

Left to right: Chancellor John P. Myers, Judge Learned Hand, President Lewis A. Wilson, Dr Irving Langmuir

spent in the peace and grandeur of the eternal hills, all these have contributed to his vigor and tenacity of mind and body, his rich wisdom beyond the bounds of mere legalism and a passionate devotion to liberty.

Admitted to the bar in 1897, he practiced law in Albany and New York until 1909. In that year he was appointed Judge of the United States District Court and in 1924 was appointed Judge of the United States Circuit Court of Appeals on which court he sat until his retirement as Chief Judge last year.

Not only a jurist but a scholar and philosopher, a devoted public servant, and a staunch protagonist of liberty under law, I have the great privilege of presenting to you Judge Learned Hand.

The full text of Judge Hand's address will be found on pages 80–85.

Bizet's "Menuet from L'Arlessienne Suite," with Mary Ellen Walkley, flutist, as soloist, accompanied by the Crane Symphonette, Professor Baritaud conducting, followed.

Chancellor Myers announced the ceremony of conferring of honorary degrees. Regent Jacob L. Holtzmann presented Dr Irving Langmuir for the honorary degree of doctor of science, and Regent John F. Brosnan presented Judge Learned Hand for the degree of doctor of laws.

Commissioner Lewis A. Wilson, President of The University of the State of New York, conferred the degrees. Regent Caroline Werner Gannett, Regent Edgar W. Couper, Regent Roger W. Straus and Regent Alexander J. Allan jr assisted in the ceremony.

The full text of the presentations and of the citations for the degrees is given on pages 77–79.

After the singing of "The Star-Spangled Banner" by the assembly, Chancellor Myers closed the Convocation with the following words:

"The spirit of liberty is the spirit which seeks to understand the minds of other men and women. The spirit of liberty is the spirit which weighs their interests alongside its own without bias. The spirit of liberty remembers that not even a sparrow falls to earth unheeded. The spirit of liberty is the spirit of Him who, near 2000 years ago, taught mankind that lesson it has never learned, but has never quite forgotten: that there may be a kingdom where the least shall be heard and considered side by side with the greatest."

I should be inordinately proud had I written these sentences but they are a quotation from Judge Hand. They seem to be a perfect close for this Convocation. May The University of the State of New York in the year ahead be given power to instil in our children's minds and hearts *that* spirit of liberty and to lead to *that* wisdom of heart and mind which is the touchstone of liberty and brotherhood.

Chancellor Myers invited the guests in the audience to a reception tendered by the Board of Regents in the Rotunda of the State Education Building, and declared the Convocation closed.

The Reverend Ross Blake, pastor of the Madison Avenue Presbyterian Church of Albany, pronounced the benediction.

The academic procession from the hall was made to Wagner's "March from Die Meistersinger," played by the Crane Symphonette.

The Convocation committee of the Board of Regents included Regent Straus, chairman; Regent Gannett, Regent Couper and Regent Allan.

◆ ◆ ◆

Trustee Resigns

Arthur H. Dean, Oyster Bay, vice chairman of the Board of Trustees of the State University of New York and a member of the board since its appointment in 1948, has resigned as a trustee for reasons of pressure of work.

Regents Honor State Citizens

A Distinguished Judge and an Eminent Scientist Receive Honorary Degrees at Convocation

THE BOARD OF REGENTS at the 86th Convocation conferred honorary degrees upon Dr Irving Langmuir, distinguished scientist and for many years associate director of the General Electric Research Laboratory, and upon Judge Learned Hand, former Chief Judge of the United States Circuit Court of Appeals, Second Circuit. Judge Hand received the degree of doctor of laws. Doctor Langmuir received the degree of doctor of science.

Upon recognition by the Chancellor, Regent Jacob L. Holtzmann presented Doctor Langmuir for the degree in the following words:

Mr President. It is my privilege to present for an honorary degree of The University of the State of New York, Irving Langmuir.

In presenting this candidate, I am mindful of the fact that only those possessing the highest merit are awarded this honor. I know that in the 168 years of the existence of this institution, little more than 100 individuals have been the recipients of that accolade and, as one of my esteemed colleagues said on a similar occasion three years ago, they constitute a "goodly

President Wilson Presents Diploma of Honorary Degree to Doctor Langmuir

Regents Caroline Werner Gannett and Edgar W. Couper Are About To Place Hood on the Scientist's Shoulders

company." It would seem that in each generation the Regents sought only the most illustrious of their contemporaries for enrolment on this roster of honor. Among scientists, we find the immortal Einstein. The man I present has earned recognition which merits his inclusion among those great. It may very well be that in appraising his work, future generations living in an electronic age may even rank him among the greatest of our time. His pioneering work upon the tungsten lamp and his studies upon such diverse subjects as high vacuums and electron discharge apparatus have opened new fields for scientific exploration. It is difficult to estimate the potential of his discoveries. In meteorology alone it promises to be completely revolutionary. His work in research in the laboratories of the General Electric Company since 1909 has brought him world-wide recognition. Both here and abroad, he has been showered with the highest honors that scientific bodies could confer. The Nichols Medal of the American Chemical Society is his, as are also the Hughes Medal of the Royal Society of London, the Rumford Medal of the American Academy of Arts and Science and the Franklin Medal of the Franklin Institute. The most coveted recognition of all, the Nobel Prize, came to him in 1932 — this for his monumental work in surface chemistry. If he cared to, he could place after his name honorary degrees awarded to him by more than a dozen of the world's leading universities.

But what gives us particular satisfaction is that one destined from youth for such high honors is a native of our own State and — if I may be pardoned for saying with perhaps personal pride — a native of Brooklyn; that he is a product of our own public schools; that his preparatory work was done in Pratt Institute and that his first earned degree came to him from Columbia University, both cherished members of the greatest educational system in the world, The University of the State of New York.

In recognition of his achievements as a scientist and of his devotion to those values that are basic to our culture, I present, on behalf of the Board of Regents, so that there may be conferred upon him the degree of doctor of science *honoris causa,* Irving Langmuir.

In conferring the degree upon Doctor Langmuir, President Lewis A. Wilson said:

> Irving Langmuir, scientific genius, true pioneer in the investigation of the frontiers of nature, winner of the Nobel Prize, whose voice has been raised repeatedly in behalf of the fundamental human values, by virtue of the authority of the Board of Regents of The University of the State of New York, I have the honor and the pleasure to confer upon you the honorary degree of doctor of science, and in testimony thereof, I present to you this diploma and the royal purple and gold of the University.

Regent Caroline Werner Gannett and Regent Edgar W. Couper placed the hood of the degree of doctor of science upon Doctor Langmuir's shoulders.

Doctor Langmuir spoke briefly in appreciation of the honor shown him and stressed again the thesis of his afternoon talk — that education is essential for the attainment of freedom's advantages.

Chancellor Myers recognized Regent John F. Brosnan, who presented Judge Hand for the degree, saying:

> I am privileged, on behalf of the Board of Regents, to present to the President of the University one who has already been introduced to this distinguished audience by the Chancellor — that great American, Learned Hand.
>
> Eighty years ago, Sir, you were born in this city, and Albany might well rest her claim to fame upon that happy event, for those 80 years have witnessed an outpouring of your tremendous talents, your tireless energy and your robust courage in the service of your fellow men. For 42 of those years, you have been one of the great judges of these — or any other — times.

Judge Hand Receives Honorary Degree Diploma

Left to right: Regent Alexander J. Allan jr, Regent Roger W. Straus, Judge Hand, President Wilson, Regent John F. Brosnan

To all of us, and particularly to ambitious youth, you present the criterion which constantly you have set before yourself: "To hammer out as compact and solid a piece of work as one can; to try to make it first-rate, and to leave it unadvertised"; you hold out the example of the public official par excellence — the good and faithful servant; you exhibit the edifying spectacle of a half-century of faithful married life, with its concomitant blessings of a happy home and a loving family circle.

Mr President, for his monumental judicial labors, for his innumerable contributions to the wisdom and culture of our age, for his shining integrity, I have the honor to present to you, on behalf of the Board of Regents, so that there may be conferred upon him our highest accolade, the degree of doctor of laws *honoris causa* — the Honorable Learned Hand.

In conferring the degree upon Judge Hand, President Wilson said:

LEARNED HAND, eminent jurist, distinguished public servant, former Chief Judge of the Second Circuit of the United States Court of Appeals, whose judicial decisions over a period of four decades have been an important factor in the field of legal science, by virtue of the authority of the Board of Regents of The University of the State of New York, I have the honor and pleasure to confer upon you the honorary degree of doctor of laws, and in testimony thereof, I present you with this diploma and with the royal purple and gold of The University of the State of New York.

Regent Roger W. Straus and Regent Alexander J. Allan jr placed the hood of the degree of doctor of laws upon Judge Hand's shoulders.

"An Open Mind . . . Free Discussion"

A Philosopher-Judge Discusses the Constitutional Basis of Freedom and the Educational Needs of Free Men

[*Address delivered by Judge Learned Hand at the evening session of the Convocation*]

THE HONOR which the University of the State confers upon me today is doubly grateful: it is one that all would crave, and in my own case it has an especial personal value; for I was born in a house only a few rods from the building in which we now are, and I lived there for over 30 years. . .

The theme today is education, as to which you, the Regents of the University, have an overarching superintendence. What I have to say will be directed toward one aspect of your responsibility: the preparation of citizens for their political duties. I shall argue that the "humanities," instead of being regarded only as a solace, a refuge and an enrichment of the individual — as indeed they are — are also an essential factor in training him to perform his duties in a democratic society, as important even as acquaintance with the persons and the current events on which he is called upon to pass.

The gifted men who contrived that great compromise, the Constitution of the United States, and secured its ratification by a society which might very probably have repudiated it upon a referendum, were well aware of the dangers which surrounded a totalitarian government, as well when power was lodged in the people at large, as when it rested in one man or in an aristocracy. Indeed, some of the ablest of them, Hamilton for example, did not believe that any society could endure in which the voters had uncontrolled authority, even though the suffrage was as limited as it then was; and the experience of France in the next ten years seemed to them a demonstration that they had been right. The compunctions that all felt, including the people at large, were the reason why so many of the states made the first ten amendments practically a condition upon ratification, and they were all at once added, as you know.

It is not important here whether it was from the outset inevitable that the word of the Supreme Court should be final as to what the amendments meant; but it is important that they, and in particular the first and fifth, contained hallowed phrases which thoughtful people at the end of the eighteenth century usually believed to embody mandates that either were of divine origin or could be deduced from the inherent nature of Man in Society. Against these mandates no statute should prevail, and the amendments, so far as they embodied them, were, strictly speaking, redundant. Moreover, it would not be true to say that this belief is not still widely held; indeed, one of the striking political agitations of the present is the recrudescence of the notion of "Natural Law" after its general repudiation by English-speaking lawyers in the nineteenth century. We are even assured that those who do not share it are "materialists" and amoral upholders of the doctrine that Might makes Right.

Most parts of the Constitution are specific enough to be treated like other legal commands; when we have to decide their meaning, we can proceed just as in

Judge Learned Hand

the case of a dispute over the meaning of a statute; we look to their history and their setting with confidence that these will disclose their purpose. And that also applies to a large part of the amendments themselves. For instance, no general cultural background is needed to reach a right opinion as to whether a statute has infringed the provision that the accused must be tried in the district where the crime was committed, or that he must be "confronted" by "the witnesses against him."

But the situation is quite different when we are dealing with the broad clauses on which the conduct of a free society must in the end depend. What is "freedom of speech and of the press"; what is the "establishment of religion and the free exercise thereof"; what are "unreasonable searches," "due process of law," and "equal protection of the law": all these are left wholly undefined and can not be effectively determined without some acquaintance with what men in the past have thought and felt to be their most precious interests.

Indeed, these fundamental canons are not jural concepts at all in the ordinary sense; and in application they turn out to be no more than admonitions of moderation, as appears from the varying and contradictory interpretations that the judges themselves find it necesary to put upon them. Nor can we leave to courts the responsibility of construing and so of enforcing them, for the powers of courts are too limited to reach the more controversial questions that arise under them. For, as you know, courts will not intervene — or at least they constantly avow that they should not — unless the action challenged infringes the Constitution beyond any fair dispute. While there are any plausible arguments in support of a measure, they must abstain; and so it results that in much the larger part of such controversies it is the voters, speaking through their delegates, who have the final word and the final responsibility; and that in the end it is they and they alone, who can and will preserve our liberties, if preserved they are to be.

For their guidance there are no *vade mecums*, no handbooks, no manuals; they must depend upon such enlightenment as they can muster from within, and upon their conscience, so far as they have one. That enlightenment and that conscience they may indeed find in divine revelation; but when they do, they tap sources that I am not qualified to discuss; not any better qualified than I am to discuss what doctrines are inherent in the nature of Man in Society. I know of none of either sort, nor can I find direction from those who profess to know. It is because I

am shorn of such resort that, to me at any rate, there appears to be no escape in each situation from balancing the conflicting interests at stake with as detached a temper as we can achieve.

A constitution, a statute, a regulation, a rule — in short, a "law" of any kind — is at once a prophecy and a choice. It is a prophecy, because it attempts to forecast what will be its effects: whom it will benefit and in what ways; on whom its impact will prove a burden; how much friction and discontent will arise from the adjustment that conformity to it will require; how completely it can be enforced; what enforcement will cost; how far it will interfere with other projects or existing activities; and in general, the whole manifold of its indirect consequences. A thoroughgoing and dependable knowledge of these is obviously impossible. For example, although we can anticipate with some degree of assurance who will pay a steeply graded income tax and in what amounts, there is no way to tell what its indirect effects will be: what activities of the taxpayers in the higher brackets it will depress; if they do not work so hard, in what way they will occupy their newly acquired leisure; how any new activities they may substitute will affect others; whether this will be offset by a loss of the mellowed maturity and the wisdom of those who withdraw.

Such prophecies infest law of every sort, the more deeply as it is far-reaching; and it is an illusion to suppose that there are formulas or statistics that will help in making them. They can rest upon no more than enlightened guesses; but these are likely to be successful as they are made by those whose horizons have been widened, and whose outlook has been clarified, by knowledge of what men have striven to do, and how far their hopes and fears have been realized. There is no substitute for an open mind, enriched by reading and the arts.

So much for what I have called the element of prophecy; refractory as it is, at least it depends only upon facts, however inaccessible. There remains the much more difficult element of choice. In such inquiries, as I have said, I see no escape for a calculus of, and balance between, the group interests — that is, the desires and values — whose conflict the measure under consideration is an attempt to adjust. But desires and values are not quantitatively measurable, for they seldom have any common constituents, and without these they can not be objectively compared. On the other hand, an individual has the necessary means in his own case, for, although his personal desires and values are absolute, irreducible and undeducible, and have just that authority which he feels them to have, he has as authoritative a competence to compare them and to prefer one to another, as he has to appraise them separately. Thus, although such preferences are themselves as final as the desires and values, it would be easy to choose between the desires and values of conflicting social groups if we could safely impute to them our own preferences. But by what right can we do so; and, if we can not, what other means of vicarious choice have we? I submit that we have none except in so far as we can imaginatively project ourselves into the position of the groups between which we must choose. Surely I need not dilate upon how hard it is to do that. Even in our own affairs how often have we tried to anticipate how we shall feel on a future occasion, only to be surprised by the unexpected difference, when it comes to pass. And if it is hard to foreshadow our own feelings, how much harder is it to do so for others? It is not enough to be personally detached, although that is of course a con-

dition; we must also acquire a capacity for an informed sympathy with, and understanding of, the desires and the values of others; and that, I submit, only those have any chance of attaining whose experience is supplemented by some acquaintance, the wider the better, with what others have thought and felt in circumstances as near as possible to those of the groups in question.

I dare hope that it may now begin to be clearer why I am arguing that an education which includes the "humanities" is essential to political wisdom. By "humanities" I especially mean history; but close beside history and of almost, if not quite, equal importance are letters, poetry, philosophy, the plastic arts and music. Most of the issues that mankind sets out to settle, it never does settle. They are not solved, because, as I have just tried to say, they are incapable of solution properly speaking, being concerned with incommensurables. At any rate, even if that be not always true, the opposing parties seldom do agree upon a solution; and the dispute fades into the past unsolved, though perhaps it may be renewed as history and fought over again. It disappears because it is replaced by some compromise that, although not wholly acceptable to either side, offers a tolerable substitute for victory; and he who would find the substitute needs an endowment as rich as possible in experience, an experience which makes the heart generous and provides his mind with an understanding of the hearts of others.

The great moderates of history were more often than not men of that sort, steeped, like Montaigne and Erasmus, in knowledge of the past. Let me quote from one of these, our own Franklin. After long, and at times bitter, controversy the final draft of the Constitution was accepted on Saturday, September 12th, and was sent to be engrossed over the weekend. Nevertheless, there was still doubt what might happen on Monday when the delegates were to sign. On Sunday Franklin wrote out a statement which Wilson read for him the next day. It is too long to quote *in extenso*, but I can not forbear a sentence or two, so appropriate is it to what I am trying to say. "I agree to this constitution with all its faults, if they are such, because I think a general Government necessary for us and there is no form of Government but what may be a blessing to the people if well administered, and believe further that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall have become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other convention we can obtain may be able to make a better constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests and their selfish views. From such an Assembly can a perfect production be expected. . . Thus I consent, Sir, to this constitution because I expect no better, and because I am not sure it is not the best."

Out of such a temper alone can come any political success which will not leave behind rancor and vindictiveness that is likely so deeply to infect its benefits as to make victory not worth while; and it is a temper best bred in those who have at least what I like to call a bowing acquaintance with the "humanities." For these are fitted to admonish us how tentative and provisional are our attainments, intellectual and moral; and how often the deepest convictions of one generation are the rejects of the next. That does not

indeed deny the possibility that, as time goes on, we shall accumulate some body of valid conclusions; but it does mean that these we can achieve only by accumulation; that wisdom is to be gained only as we stand upon the shoulders of those who have gone before. Just as in science we can not advance except as we take over what we inherit, so in statecraft no generation can safely start at scratch. The subject matter of science is recorded observation of the external world; the subject matter of statecraft is the Soul of Man, and of that too there are records — the records I am talking about today. The imagination can be purged and the judgment ripened only by an awareness of the slow, hesitant, wayward course of human life, its failures, its successes, but its indomitable will to endure.

I can not but think that we of this generation are politically in especial need of such education. Our Nation is embarked upon a venture, as yet unproved; we have set our hopes upon a community in which men shall be given unchecked control of their own lives. That community is in peril; it is invaded from within, it is threatened from without; it faces a test which it may fail to pass. The choice is ours whether, when we hear the pipes of Pan, we shall stampede like a frightened flock, forgetting all those professions on which we have claimed to rest our polity. God knows, there is risk in refusing to act till the facts are all in; but is there not greater risk in abandoning the conditions of all rational inquiry? Risk for risk, for myself I had rather take my chance that some traitors will escape detection than spread abroad a spirit of general suspicion and distrust, which accepts rumor and gossip in place of undismayed and unintimidated inquiry.

I believe that that community is already in process of dissolution where each man begins to eye his neighbor as a possible enemy, where nonconformity with the accepted creed, political as well as religious, is a mark of disaffection; where denunciation, without specification or backing, takes the place of evidence; where orthodoxy chokes freedom of dissent; where faith in the eventual supremacy of reason has become so timid that we dare not enter our convictions in the open lists to win or lose. Such fears as these are a solvent which can eat out the cement that binds the stones together; they may in the end subject us to a despotism as evil as any that we dread; and they can be allayed only in so far as we refuse to proceed on suspicion, and trust one another until we have tangible ground for misgiving.

The mutual confidence on which all else depends can be maintained only by an open mind and a brave reliance upon free discussion. I do not say that these will suffice; who knows but we may be on a slope which leads down to aboriginal savagery. But of this I am sure: if we are to escape, we must not yield a foot upon demanding a fair field, and an honest race, to all ideas.

"Blame not before thou hast examined; understand first and then rebuke. Answer not before thou hast heard; interrupt not in the midst of speech." Those words were written nearly 2000 years ago; they came out of an experience already long, and refined in the fires of passion and conflict; they are the product of a wisdom, bought by ages of bitter trial; and by that wisdom alone shall we be saved, we, who boast ourselves to be the apostles of a faith in the eventual triumph of wisdom.

Listen also to these as ancient words that tell of the excellence of wisdom. "There is in her a spirit quick of understanding, holy, alone in kind, manifold, subtil, freely moving, clear in utterance, unpolluted, distinct, unharmed, loving

what is good, keen, unhindered, beneficent, loving toward man, steadfast, sure, free from care, all-powerful, all-surveying, and penetrating through all spirits that are quick of understanding, pure, most subtil. . . And if a man longeth even for much experience, she knoweth the things of old, and divineth the things to come; she understandeth subtilties of speeches and interpretations of dark sayings; she forseeth signs and wonders, and the issues of seasons and times. I determined therefore to take her unto me to live with me, knowing that she is one who would give me good thoughts for counsel, and encourage me in cares and griefs. . . For she knoweth all things and hath understanding thereof; and in my doings she shall guide me in the ways of soberness, and she shall guard me in her glory. And so shall my works be acceptable, and I shall judge the people righteously, and shall be worthy of my Father's throne."

◆ ◆ ◆

Regents Welcome College Presidents

Regent Welles V. Moot Welcomes New College Presidents

New presidents of colleges and universities introduced at the evening session of the Convocation included Henry T. Heald, New York University; Buell G. Gallagher, City College of the College of the City of New York; Foster S. Brown, State Teachers College, Oswego; Harvey M. Rice, State College for Teachers at Buffalo; the Very Reverend Philip E. Dobson S.J., Canisius College; David M. Delo, Wagner Lutheran College; *Millicent Carey McIntosh, Barnard College; *Mother M. Helene, Nazareth College; the Very Reverend Bertrand J. Campbell O.F.M., Saint Bernardine of Siena College; *Robert L. Lincoln, Walter Hervey Junior College; William Samuel Carlson, State University of New York; Amy Hostler, Mills College of Education; the Reverend Thomas E. Henneberry S.J., Bellarmine College; Mother M. Geraldine O.P., Dominican Junior College of Blauvelt.

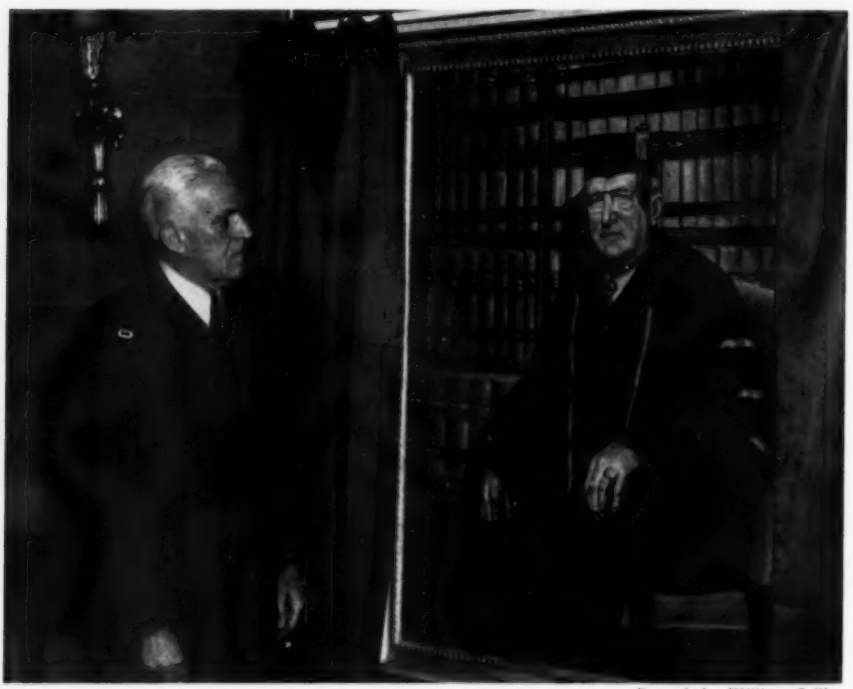
* Not present.

Regents Accept Portraits

Paintings of Chancellor Emeritus William J. Wallin and Late Vice Chancellor Adelbert Moot Are Presented

Portraits of Chancellor Emeritus William J. Wallin, of Yonkers, and of the late Adelbert Moot, of Buffalo, former Vice Chancellor of the State Board of Regents, were presented to the Regents at a luncheon for the Regents, Convocation speakers and other guests on Convocation Day.

The painting of Vice Chancellor Wallin was given to the Board of Regents by the trustees of the Hudson River Museum of Yonkers. It was painted by William Collins of Yonkers, former president of the Yonkers Museum. The presentation was made by Thomas B. Gilchrist, president of the Yonkers Museum. The



Portrait by William Collins

Commissioner Wilson Views the Portrait of Chancellor Emeritus William J. Wallin

"No one could have served a cause with deeper devotion—"
—Chancellor Myers

Portrait by Frank C. Bensing

Regent Welles V. Moot Presents a Portrait of the Late Vice Chancellor Adelbert Moot

"He brought honor and distinction to the Board"
— Chancellor Emeritus Wallin

portrait was accepted by Chancellor John P. Myers.

Chancellor Wallin has been a member of the Board of Regents since 1920. He became Vice Chancellor in 1937 and Chancellor in 1945. He resigned in December 1951 as Chancellor and was elected Chancellor Emeritus by his colleagues on the Board of Regents in recognition of his long service and noteworthy achievements.

The portrait of Vice Chancellor Moot was presented to the Regents by his son, Regent Welles V. Moot, of Buffalo. The painting is by Frank C. Bensing, an artist with the Grand Central Galleries. Among other recent paintings that Mr Bensing has executed is the portrait of former Commissioner of Education Francis T. Spaulding which hangs in the State Education Building. Chancellor Wallin accepted the portrait for the Board of Regents.

Vice Chancellor Adelbert Moot was a member of the Board of Regents from 1912 until his death on September 12, 1929. A practicing lawyer in Buffalo for many years, he was president of the New York State Bar Association in 1909–10 and was active in many civic enterprises. Keenly interested in educational affairs, he gave generously of his time and was elected Vice Chancellor in 1921. Welles V. Moot has been a member of the Board of Regents since 1947.

How Finance Higher Education?

Convocation Session Considers Methods of Providing Adequate Support for Colleges and Universities

REPRESENTATIVES OF COLLEGES and universities and other guests of the Convocation interested in higher education met with Education Department officials in the Senate Chamber of the State Capitol the afternoon of Convocation Day. Regent Welles V. Moot, chairman of the committee on higher and professional education, libraries and museums, presided.

In opening the meeting, Regent Moot spoke of the opportunity in this State for cooperation in an educational program by reason of the unifying of all schools, from primary to university, under one control, the Board of Regents and the State Education Department.

The first speaker of the afternoon was Dr John D. Millett, professor of public administration, Columbia University, and executive director of the Commission on Financing Higher Education which was sponsored by the Association of American Universities and supported by the Rockefeller Foundation and the Carnegie Corporation. Doctor Millett spoke on the topic, "The Objectives in Financing Higher Education."

He discussed in general the work of the commission and its approach to the serious financial situation in which most colleges and universities, both public and private, find themselves today. He quoted from the report of the commission: "There is no danger that higher education will cease to function in our country. The danger is that as a people we shall not understand the vital role of higher education in our society sufficiently well to support it adequately and in the right ways." Continuing, he said:

Dr John D. Millett

> The conclusion of the commission is that higher education is not now being supported adequately in this country. But adequacy, however the standard may be fixed, is not in itself sufficient. It is even more important, it seems to me, to understand the ways in which higher education must be financed if it is to fulfil the objectives our society has developed for our colleges and universities over their several centuries of existence. . .
>
> During the course of our inquiries, we discovered that there were two pat solutions with considerable common currency among various people. . . One solution is, "Let higher education fix

student fees equal to the cost of the educational services provided." . . . The other solution that a great many people are expecting to bail us out from our financial difficulties is, of course, the Federal Government.

The difficulty with this advocacy of student charges is simply that the position fails to comprehend the objectives of higher education in their full stature. It suggests that the purpose of higher education is to teach a student how to make a living and not how to live. . . Certainly, one of the basic purposes of higher education is its contribution to social mobility. . .

Doctor Millett then discussed at some length the implications of support for higher education by the Federal Government. He continued:

The basic issue today is whether we are going to go farther in the direction of federal support. . . The reason for fearing the continued advance of the Federal Government . . . is a relatively simple one. It is deep seated in the political philosophy of this country. . . One thing I have learned in the past three years in studying higher education is the great variety of educational institutions in this country. The organizational structure of higher education reflects the firm belief in our society that power is best contained when widely diffused. . . It seems to me that this variety in our system of higher education has been conducive to the freedom we enjoy inside education and it is representative of the best attributes of a free society.

There are four principal sources of income that have supplied our needs in higher education over the years. The student fee is one of these, another is private philanthropy from alumni and friends, corporations, foundations and churches. Our state governments have been generous in their support of our state institutions of higher education. The Federal Government has become a prime support of a number of different educational programs. These four major sources of income today operate in a kind of balance. And it is this balance, not necessarily in any fixed proportion, which I feel has great value and should be preserved.

In the discussion which followed, on the general theme of economies in the administration of a college or university, and sources of their financial support, mention was made of contributions to education by large corporations as an encouraging factor and of the continuing importance of endowment funds.

Regent Moot then introduced Peter P. Muirhead, Chief of the Bureau of Examinations and Testing, who spoke in detail of the State's program of examinations and tests.

At the close of Mr Muirhead's talk, discussion centered on possible extended cooperation between the colleges and the State Department for the benefit of the scholarship award winners.

◆ ◆

Summer College Enrolment

Colleges and universities of the State reported to the Bureau of Statistical Services a total enrolment of 85,115 students, undergraduate and graduate, during the summer of 1952. This is a marked drop — 19,591 students from the 1951 total enrolment of 104,706. The highest enrolment this year, as was true last year, was in the field of education, with 17,579 registered this year as against 27,499 last year. The next highest registration this year was 11,048 in engineering and in this field there was increased enrolment, since the 1951 registration in engineering courses was 4834.

In 1952, enrolment in business courses was 7142, a drop of approximately 3000 from 1951. Nursing courses enrolled 1105 students this summer, approximately 100 more than last summer.

Teamwork Has Improved Public Health

Pharmacy College President Credits Rise in Life Expectancy to Work of Research Laboratories

An address on "Teamwork in Public Health" by Dr Ivor Griffith, president and research director of the Philadelphia College of Pharmacy and Science, was a feature of the Convocation sectional meeting on Professional Education, held in the morning in the Senate Chamber of the State Capitol. Regent W. Kingsland Macy, chairman of the Regents' committee on licenses, presided.

Dr Carroll V. Newsom, Associate Commissioner for Higher Education, introduced, from the audience assembled for this meeting, Assistant Commissioner for Professional Education Robert C. Killough jr and the secretaries of the several professional boards, who in turn introduced members of their boards who were present.

Regent Macy suggested an informal resolution of appreciation for the several members of professional boards who retired during the past year, after long service, and the resolution was adopted to be given to the Board of Regents. Regent Macy paid tribute to the loyal service given without remuneration by the members of the professional boards of the State.

Doctor Griffith said, in part:

> Back in 1900, life expectancy in America for the male was 43.7 years, for the female, 47. . . In 1900 we had four and a half million people over 65 in America. Now life expectancy in America is 68.2 for the male, 72.5 for the female child born in 1951 and 1952. . . Today we have 14 million people in the United States in the aged categories. In 1985 the prediction, according to statisticians, is that we will have 25 million people over 65 years old. These things have come to pass because of teamwork. The surgeons are much better educated. The public is better informed. Hospitalization facilities are more available, but, generally speaking, most of this improvement in the advancement of our living and in the health of the Nation has come from that new source, namely, what they call the miracle drugs. We have 41 per cent more diabetics in the United States than we had before insulin was discovered in 1920. The answer is that insulin is keeping people alive now, who would have died before. Do you know that a child with urine indicating sugar presence, prior to

Dr Ivor Griffith

1920, never lived to be 21? Now, they live to a ripe old age, even though they go around like a peripatetic pincushion. In 1920, the incident of death from lobar pneumonia was 88 per 1000 every year. When the sulfa drugs came over the horizon — and the doctors were not long in grasping the significance of something worth while — that figure dropped from 88 per cent to 42 per cent within two years. Then, a few years ago, when the antibiotics, sulfonamides, the aureomycins, streptomycin etc., intelligently implemented, came into being, the figure went down to 8 per cent. In other words, 88 died, 30 years ago, per 1000. Now it is only eight. No wonder our population is increasing more rapidly than anticipated. If you search carefully, much of those increases go back to research.

At the conclusion of Doctor Griffith's address, Regent Macy presented Chancellor Emeritus William J. Wallin as a long-time member of the Board of Regents. Chancellor Wallin reviewed the statutory responsibilities and work of the Board of Regents in its administration of professional licensing and conduct during the 65 years that the professions have been licensed in this State. Chancellor Wallin explained what the Regents conceive to be their duty, in administering the laws governing the professions. He said:

> The duty is primarily this, to act as the representative first and foremost of the public but also to have clearly in mind that their duty also is to protect the profession, and in so far as they can, raise the standard of ethics which shall govern the profession. This is an important duty. It is a duty that can not be performed without the cooperation of the profession, and you are doing an admirable job in cooperating.

Chancellor Wallin continued:

> In connection with any pending legislation, we always call the professional people affected into conference. We seek to cooperate particularly with the organized state body in the profession. We are conscious of the fact that you can by mandate of law fix a standard of ethics that will obtain; that even if the law does fix it, it must, to be effective, represent only the concept of the ethical standard that at that time has the support of a substantial majority of those practicing the profession. . .

Chancellor Wallin outlined progress in administering professional laws and described the disciplinary action of the Regents in handling cases of malpractice.

◆ ◆ ◆

Teaching Thrift

The fall 1952 issue of the School Savings Journal, published by the U. S. Savings Bonds Division of the United States Treasury Department, lists teaching aids for a thrift program useful in connection with the bank school savings plans as well as the stamp plan. Sample copies of this issue may be obtained from the United States Savings Bonds Division for New York, 253 Broadway, New York 7, N. Y.

Superintendent Beam Dies

Andrew C. Beam, superintendent for the second supervisory district of Erie county since April 1936, died October 16th after a short illness.

Mr Beam was formerly an instructor at McKinley Vocational School and Elm Vocational School, Buffalo. For six years prior to his election as district superintendent, he was principal of Woodlawn Union School. He was active in the centralization of Erie County schools.

Foundation for a Free Society

A Teacher and a Scientist Throw Light on the Place of the Public School

TWO CONVOCATION meetings in the field of elementary and secondary and adult education were held, both in the Guild House of the Cathedral of All Saints, closely adjoining the State Education Building. Vice Chancellor Edward R. Eastman presided at both sessions.

At the morning meeting, Vice Chancellor Eastman introduced the speaker, Dr John W. Studebaker, presently vice president and chairman of the editorial board of Scholastic Magazines, "closely associated with the field of education for the past 42 years as a teacher, principal, superintendent of schools, and as United States Commissioner of Education (1934–48) . . . widely known for his successful administrative abilities and knowledge of instructional techniques . . . especially concerned in the welfare of handicapped children, adult education, education by radio, conservation education, youth guidance and crime prevention and correction through education."

Speaking on the topic, "Adult Education — a Bulwark of the Free Society," Doctor Studebaker addressed his remarks to the underlying issues of adult education and their application to the field of elementary and secondary education.

Relating the remarkable progress during the past two decades in extending educational opportunities to the whole adult community, the speaker declared: "Under the stimulating and competent leadership of your State Department of Education and in the capable hands of many of you who work at the local level, more than a half million adults were counted in organized study programs in this State of New York alone last year."

Dr John W. Studebaker

As causes for the growth of the adult education movement, he mentioned the revelation of illiteracy and schooling deficiencies in the draft, and the demands of business and industry as new technologies developed. In this connection he said:

> At every point in our increasingly complicated society the demands for broadly and competently educated people are growing. Educational qualifications are constantly increasing. These demands can not be met merely by packing more instruction into the brief years of youth. Today's adults must meet rising standards through continuous education.

Doctor Studebaker continued:

> The obvious purposes of adult study concern the development of personal competence to meet personal problems, training for better jobs and increased earnings, keeping up with new developments in one's vocation or profession, the pursuit of personal happiness in avocational activity and hobbies, achieving success and satisfaction as parents and homemakers, the improvement of communication skills, and the general refinement of personality.
>
> These are not petty purposes simply because they are highly personal. . . All the personal aspirations that can and should be served by adult education are bound up with the realization of our social purposes. Therefore, the overriding purpose of adult education must be the survival of the free society and the cultivation of its steady growth.

Doctor Studebaker then discussed at some length the contrasting philosophies of education under the Soviet system and the "free society" in our own country. He said:

> The Soviet method in education is unblushing and all-inclusive indoctrination for the purpose of controlling the enslaved masses and serving the interests of the ruling circle. Learners are not taught to think critically. They are to be undeviatingly taught *what to think* and *whom to follow*.
>
> In contrast, free societies regard education as a means of developing participating and able individual members of the social organization, competent problem-solvers on their own, and candidates for leadership. In a changing, free world the answers can not be imposed. People must be educated to look for the right answers in the right places with the right tools.

Doctor Studebaker affirmed his belief that education's part of the battle line in the "cold war" is in the local community, saying that defense against the threat to the survival of free societies must reach back to the homes. He said:

> No one should underestimate the difficulty. Free men have complicated their lives through the application of education in the field of technology without sufficiently clarifying their aims and methods in the field of spiritual, moral and social purposes. Thus they have exposed themselves to the anti-social forces seeking to employ the technological findings of free inquiry to dominate the social and political institutions.

Doctor Studebaker emphasized that the test of our contribution to adult education can be measured only in part by the number of classes or institutes which schools and colleges organize for adults. He concluded:

> I believe another important test is to be found in the extent to which our school leadership stimulates many adults to carry on fruitful study in the convenient environment of their homes. Moreover, the self-organization of citizens in study groups, discussion seminars, forums, organization meetings of all kinds, world affairs councils and the like opens another extensive opportunity for the professional educators in the adult field. This voluntary participation in and organization and direction of adult education are of vital importance in the free society. If this is sound, then it follows that one of our greatest contributions to the strength of the free community and to adult education is to train youth for such voluntary participation.

In the lively discussion which followed, the problems of the teacher in elementary and secondary schools were discussed and the needs stressed for basic emphasis on the American economic system from the standpoint of moral and spiritual values.

The second meeting for discussion of elementary, secondary and adult education was held in the afternoon, with Dr Irving Langmuir, chemist and physicist, speaking on the subject, "Education, Science and Freedom." Doctor Lang-

muir, eminent research scientist, holds many awards, including the Nobel Prize of 1942, awarded for his work in surface chemistry and the structure of matter. His most recent important research has been in meteorological engineering, which developed the principle of spraying dry ice and silver iodide into moisture-laden clouds to produce artificial rainfall.

We quote from a summary of his address, furnished by Doctor Langmuir:

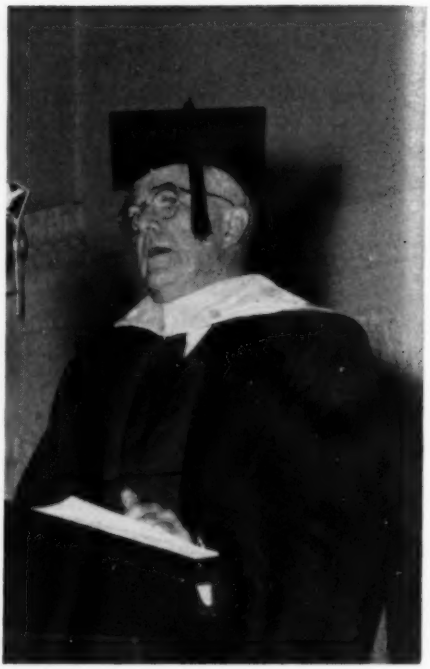
Up to the beginning of this century, the main goal of science was to discover natural laws and nearly all scientists agreed that with increasing knowledge of such laws the field of science was unlimited. Cause and effect relationships seemed to govern the world, and with increasing knowledge it should be possible to make better and better predictions of the future events that might follow a given action. Planning and regimentation were thus supported by the teachings of science.

Much of the philosophy that led to the growth of socialism and communism can be traced to the belief that these represent a scientific approach to the problems of mankind.

Beginning about 1905 it became the fashion among scientists to study elementary atomic processes, and it was discovered that these were governed by some radically new principles. An atom reacted only by undergoing certain jumps involving quanta of energy. The physical conditions determined only the probability that such a jump would occur. There began thus to be two kinds of physics — classical physics which dealt essentially with matter in bulk involving enormous numbers of atoms and quantum physics which had to do with the fundamental behavior of individual atoms and electrons.

For 25 years there seemed to be a conflict between these two kinds of physics. In the last 20 years these conflicts have disappeared through the recognition of the " uncertainty principle " and other laws of quantum physics.

In scientific research work, much depends on discoveries that are divergent



Dr Irving Langmuir

phenomena. They can not be predicted in advance; they can not even be planned, but laboratories in which conditions are favorable for making discoveries can be planned.

Thus one of the greatest of modern fallacies is the idea that science teaches that all phenomena can be predicted if only a man of sufficient skill can be found to plan them. In Germany, Nietzsche led the German people to believe in the superman, paving the way for dictators such as Hitler. The " scientific approach " led to propaganda based on the big lie. Freedom, integrity, decency and morality were to go by the board for they had no useful place in a properly planned society.

If we revise our ideas of science to include modern quantum physics with its recognition of the importance of divergent phenomena, we see that instead of planning in detail, we should arrange things so that there will be

opportunities for making use of the unpredictable divergent phenomena that occur.

The word serendipity, coined two centuries ago by Horace Walpole, well describes the situation. Serendipity may be defined as "the art of profiting from unexpected occurrences." Much of the progress, not only in research laboratories, but in the world as a whole depends on serendipity rather than on careful planning directed toward specific ends.

But this is just what freedom is for. Freedom allows men to develop their opportunities or to take advantage of opportunities as they arise. It is right in line with the teachings of modern science, but out of line with the teachings of classical physics. The planners who would regiment us and take away our individual freedoms are 50 years behind in their thinking.

I had an education in eight different schools — three of which were in France and one in Germany. There were extraordinary differences in these schools in their teaching of freedom. A system of education for the modern world should be based upon the teaching of the proper use of freedom.

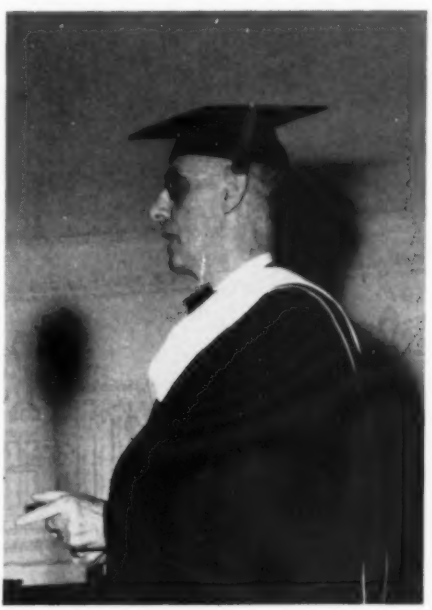
At the conclusion of the address, discussion centered on the practical application of the serendipity technique in the public school system.

◆ ◆ ◆

New Superintendents Are Introduced

New superintendents of schools appointed since November 1, 1951, were introduced by Acting Associate Commissioner Frederick J. Moffitt at the evening session of the Convocation as follows: *Henry G. Paul, district superintendent, second supervisory district, Sullivan county; Carlton J. Jackson, district superintendent, second supervisory district, Chemung county; Fred Ambellan, Gloversville; Willard F. Prior, Oneida; *Fred B. Paynter, Farmingdale; McDonald F. Egdorf, Garden City.

Other newly appointed superintendents, transferred from previous appointments as superintendents, include *Fred B. Painter, at Brighton, formerly at Gloversville; *Herbert F. Johnson, Rockville Centre, formerly at Tarrytown; *Delbert O. Fuller, Tarrytown and North Tarrytown, formerly (1947) at North Tarrytown.



Vice Chancellor Edward R. Eastman Welcomes New Superintendents

* Not present.

Opportunity Is Not Lacking

For the Visually Handicapped, the School at Batavia Uses Special Procedures To Give Adequate Education

EBER L. PALMER
Superintendent, State School for the Blind, Batavia

THE NEW YORK STATE School for the Blind at Batavia is operated by the State Education Department to give visually handicapped children, aged five to 21, the same educational opportunities enjoyed by those with normal vision. Strictly a residential school, it is neither a home nor an institution but is operated like any private school for sighted children. Financed by state funds, with immediate supervision by a board of visitors appointed by the Governor, its operations are controlled through the Department's Bureau for Handicapped Children. It serves the entire State, except New York City and Suffolk, Westchester, Putnam and Rockland counties, whose students attend the New York Institute for the Education of the Blind located in New York City.

Persons aged five to 21, inclusive, whose visual acuity is 20/200 or less in the better eye, with correction, and who are capable of profiting by an education are eligible to enrol, either through the Department's Bureau or by writing the school.

The campus covers 65 acres. The school plant, representing a capital investment of about $5,000,000, consists of eight major buildings: kindergarten, housing also first grade pupils; two dormitories, Hamilton Hall for boys and Park Lewis Hall for girls; Industrial Building; power plant; hospital; gymnasium; and Severne Hall, the new classroom and administration building. Severne Hall was first occupied in the fall of 1950 and is one of the finest buildings of its kind in the United States.

A staff of 78 provides not only schooling but housing and feeding. Of these, 24 are teachers serving 174 pupils. Due to the highly specialized and individualized nature of the work, the pupil-teacher ratio must, of necessity, be very small.

State courses of study are closely followed; graduates earn the regular Regents diplomas. The school is accredited for college entrance.

The fact that the school's whole philosophy recognizes each child as an individual colors the school's entire program. The varying characteristics and qualities of each child make his education an individual matter. To bring out his abilities to the highest degree, the school functions in his development in the following major fields: academic; vocational; personality and social acceptability; recreational; character development; and physical fitness. On these depends the success of the school in achieving its objective, namely the education of visually handicapped boys and girls.

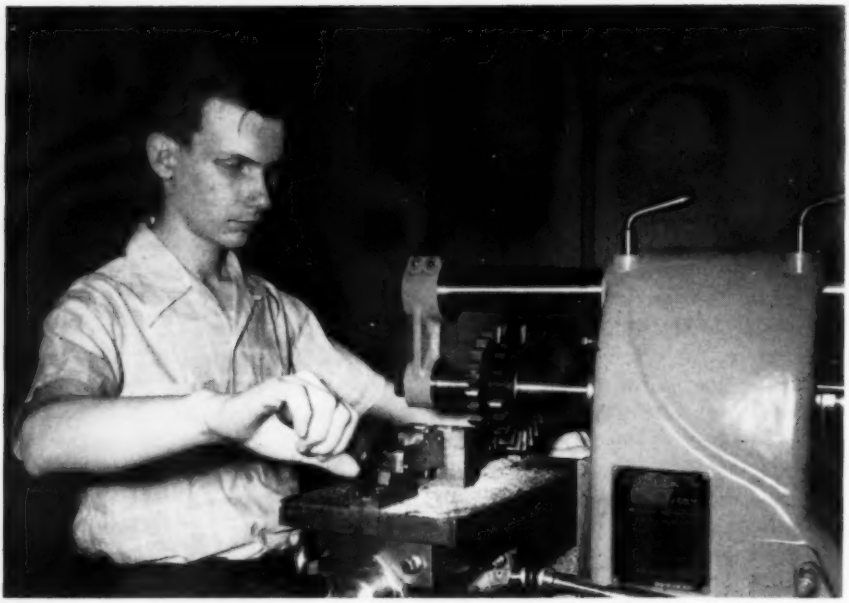
The academic content taught is essentially the same as in public schools. The methods and tools, however, differ considerably, mainly in the use made of the various senses. Obviously, appeal to the sense of sight is practically eliminated. Greater emphasis is placed upon the use of the other senses, particularly of touch

and hearing. Visual aids are of little value to most pupils, and from kindergarten through high school each teacher must present the subject matter so that the pupil can make maximum use of those senses which remain to him.

The change in emphasis means a change in the type of educational tools used. Braille, as a method of reading, must be substituted for visual reading. An arithmetic slate must act as a substitute in problem solving in mathematics. Besides the use of regular typewriters, all pupils must master the use of the Braille typewriter. Special devices must be used in teaching subjects like geometry, physics and general science. The use of models of all kinds and types is of vast importance from primary grades through high school.

In a school for the blind, educational experiences must be developed on a much larger scale than in the public schools. Objects familiar through the natural process of seeing for most children must be brought within the experience of blind children through the other senses. This requires an enriched curriculum which teaches the meaning, size and shape of objects by actual contact with them. A seeing child can gain an adequate conception of such a common object as a horse but the blind child, if he is to gain an adequate concept, must actually "see" the horse through the senses of touch, hearing and smell. The teacher who recognizes the importance of giving her pupils countless opportunities to allow the other senses to substitute for the

A First Grade Pupil Learns To Use a Braille Typewriter



Machine Shop Training at the Batavia School

sense of sight is the one who makes the greatest contribution to the pupils' welfare. Field trips, models, live objects and demonstrations are a few of the means used.

The vocational program is based upon the philosophy that blind boys and girls are not limited to a few in the vocational activities open to them. At one time all blind boys and girls were considered to be adequately educated if they were trained in any one of the following fields: broom making, piano tuning, music, sewing and weaving. Today the vocational program is based upon the belief that all occupations are open to those who do not see until it has been definitely proved through experience and research that vision is necessary for certain occupations. This philosophy opens to the blind countless opportunities for success in fields heretofore completely closed to them, and yearly they are proving the soundness of the philosophy.

The acceptance of this principle has forced the school to readjust its entire vocational program. Instead of trying to fit all pupils for a few vocations, the school now tries, first, to find the aptitudes of each pupil. His course is then adjusted to develop those aptitudes to the greatest possible degree in order that he may more easily adjust to the complexities of earning a living in a seeing world.

To meet the needs of each child, in addition to the academic training of the school, hand training and practice leading to the development of all senses is carried on from kindergarten through high school. Special courses are offered in such subjects as woodworking, factory operation (including use of power machines and tools, inspection, assembly and packaging), radio, recording, electricity, household mechanical arts, secretarial practice, dictaphone operation, switchboard operation, homemaking, weaving, piano tuning, ceramics and music. Pupils

are also assisted in obtaining jobs in industry during the summer vacation months.

A strong personality and the ability to fit into the seeing world socially as well as vocationally is of the utmost importance to the blind pupil. This development must be carried on during the school day but mainly during the out-of-school hours. It is for this purpose that over 20 clubs have been organized in various fields of social activity. Pupils are encouraged and given the opportunity to extend their contacts with seeing people in the community, with public school pupils through competitive and noncompetitive activities, and with people in their home community. The pupils' dormitory and out-of-school life are the main instruments by which they are taught such vitally important matters as proper personal appearance, good eating habits, selection and care of clothing, good grooming, ability to converse in an interesting fashion, social dancing, fair play and good sportsmanship.

Music is stressed primarily as a social and recreational asset to pupils with ability. In a few isolated cases, however, where the talent is great, the emphasis is changed to vocational. Vocal, organ, piano and instrumental music are all taught.

It is the philosophy of the school that, insofar as possible, pupils should be given the opportunity to engage in recreational activities which they can use *after* they leave school. Several successful innovations in this field have been made in the past few years, including instruction in golf, bowling and fishing. Swimming is an integral part of the school's physical education and recreational program. Other activities include roller skating (the school has both an indoor and outdoor roller skating rink), track, softball, wrestling, dancing, games of all types, club activities, music (including mixed chorus, girls' glee club and orchestra), radio repair and broadcasting. The school has an amateur radio station and several pupils are licensed operators.

Throughout the pupil's entire school life character development is emphasized, both in school and in the dormitory. Although religious education is not given within the school proper, through the cooperation of the local churches this phase of education is cared for. Character training receives the emphasis its importance justifies.

A sound body is of even more importance to one who is blind than to one who can see. A program of physical education which more than meets the State's requirements is carried on from kindergarten through high school. To augment the program, the school has three playgrounds — one for each dormitory, an indoor skating rink, a gymnasium with swimming pool attached and an athletic field which includes a running track, with 90-yard straightaway, a softball diamond, a roller and an ice skating rink. The work of this department is closely correlated with that of the school nurse, physician, dentist and ophthalmologist.

Since the State of New York has accepted the responsibility of giving an adequate education to all educable blind children within its boundaries, it is the duty of those who are guiding the program to give to them the best education the State can afford. Through the cooperation of the legislative and executive branches of State Government, the State Education Department and many other state departments, much has been done. There is still much more that can be done, however, to improve the educational opportunities of the blind boys and girls of the State.

"For Outstanding Performance"

Robert O. Monaghan (left), Instructor at the State School for the Blind, Receives from Governor Dewey State Employees' Achievement Award

Robert O. Monaghan, of the faculty of the State School for the Blind at Batavia, received from Governor Thomas E. Dewey on October 4th the second annual State Employees' Achievement Award, in recognition of "outstanding performance as an employe in the service of New York State, and for having made a valuable contribution to his department." The award was made during "Employ the Physically Handicapped Week." Mr Monaghan has been totally blind since he was 12 years old.

Mr Monaghan is instructor in vocal music at the Batavia school, with additional duties of sponsorship of student activities and supervision of student recording. He has been in state service for 13 years. He previously taught for six years in the public schools. He has also lectured for four years with such agencies as the School Assembly Service as well as before local community groups and has conducted his own radio program for a period of 90 weeks. He is president of the Alumni Association of the Batavia school. He is a church organist and choir director for a church in Attica and organist for Sunday services at the Veterans Hospital, Batavia.

Annual Conference at Lake Placid

The 37th Annual Professional Conference in Vocational and Practical Arts Education and Guidance was held at the Lake Placid Club, October 12th–15th. Directors of registered private business schools and registered private trade schools also joined the conference. Attendance at the conference numbered 425 directors, supervisors, principals and department heads.

The conference opened with a general meeting Sunday evening, October 12th, with Dr Gerald B. Leighbody, Assistant Commissioner for Instructional Services (Vocational Education), presiding. Dr and Mrs Harry A. Overstreet spoke on the topic, "Relating Ourselves to Others in a Time of Tension." A question period followed, with questions directed to the teaching of human relations in vocational and practical arts classes. Dr Arthur K. Getman, former Assistant Commissioner for Vocational Education, acted as moderator.

Sectional meetings were held in the fields of homemaking education, guidance services, industrial arts education, trade and technical education and adult vocational-industrial education, with summaries and recommendations for state and local action presented at a final meeting of the conference.

In a discussion meeting on Adult Vocational-Industrial Education, three representatives from the Training Division of Esso Standard Oil Company, New York City, spoke on "Vocational Education's Contribution to Industrial Training Needs." In their discussion they praised the State Education Department for the progress made in supervisory training, and pointed out that training on the highest levels of management and supervision is needed as much as on the lower levels of production work. They indicated also that the problem of communication between the different departments of an industry and even within the same department is one of the stumbling blocks to good human relations within industry.

One of the general meetings was devoted to "Cooperative Planning for the Improvement of Guidance, Vocational and Practical Arts Services." Using the workshop procedure, this meeting provided an opportunity for a profitable exchange of ideas. In other guidance section meetings, also using the workshop procedure, the growing interest in pupil personnel services was evident.

In a sectional meeting on private trade schools, a discussion on "Preparation for Economic Competency" was presented by Martin F. Hilfinger, Associated Industries of New York State, speaking for industry's viewpoint; Dr William P. Sears, New York University, speaking on the school's contribution; and Harold G. Stagg, editor of The Vet Letter, speaking on techniques in public relations.

Representatives from the Veterans Administration spoke on veterans' education and on the impact of Public Law 550 on the private business schools.

Maximilian Komow, director of industrial arts in the New York City schools, spoke briefly for the State Vocational and Practical Arts Association.

Tentative dates for the 1953 conference of the Association, to be held at the Lake Placid Club, have been set for October 11th–14th.

How Can the School Hold Its Pupils?

DEXTER G. TILROE
Supervisor of Secondary Education

WHAT ADMINISTRATIVE and organizational policies and practices are significantly related to improved holding power in our high schools? A recently completed study of holding power in 141 New York State six-year secondary schools provides some interesting answers.

In this study, holding power is defined as the extent to which a public secondary school is able to retain in its program, from the time of entrance into seventh grade until graduation, all pupils who continue to reside in the school district, do not attend private schools, have not been excused or excluded or entered the armed services. The study showed variation in holding power from 100 per cent in three schools to 48 per cent in one school. Approximately 26 per cent of the 11,397 pupils of the class of 1952 who entered seventh grade in 1946–47 had left school for causes beyond the schools' control prior to graduation. Twenty-eight per cent of the accountable balance of 8386 pupils were dropouts who might have continued in the schools if policies and practices designed to hold them had been fully utilized.

A significant contrast appeared between the average of the 20 highest-holding-power schools — 91 per cent — and the average of the 20 lowest — 52 per cent.

A *Guide for the Evaluation of Policies and Practices Related to Holding Power*[1] was applied to evaluate policies and practices in use in each of the 40 schools in these groups and significant policies and practices were noted.

Highly significant policies and practices[2] included: special programs for potential dropouts; development of a changing concept of education; optional courses in the social studies; a varied arts and crafts program; coordination of school and community youth-serving agencies; provision of educational leadership within the community; provision of opportunities for personal recognition of pupils' efforts along many lines; provision of a well-organized club program; establishment of parent forums and group meetings; investigation and correction of failures; definition of pupil interests and abilities; adequate use of cumulative records; stimulation of parental interest in schooling; early beginning and adequate time for guidance; encouragement of worth-while friendships; use of psychiatric services as needed; establishment of a "climate of success"; and personal interest in individual pupils.

Very significant were policies and practices related to programs of education for family life; integrated activity programs; differentiated courses of study; wise selection of elective courses; group conferences for teachers; exit interviews; parent-pupil

[1] Copies are available on request from the Office of the Coordinator of Readjustment of High School Education.

[2] *Highly significant* policies and practices are those for which the probability score is greater than .001; *very significant* policies are those for which the probability score is greater than .01; *significant* policies are those for which the probability score is greater than .02.

conferences in school; and attention to the reading level of slow-learners.

Additional significant policies were related to emphasis on immediately useful skills and information; encouragement for teachers to report unusual pupil behavior or achievement to counselors; and introduction of pupils to many adults to help them learn about the world of work and way of life of people different from their parents and friends.

What some schools have accomplished, others can do equally well. Success is the inevitable result of applying the right policies in the right way to the task at hand. The school administrator holds the key which will open the door leading to a successful program.

◆ ◆ ◆

For Lay Committees — A New Guidebook

Clifton B. Smith of Freeport, a member of the Regents' Citizens Advisory Council on Readjustment of High School Education, presents a copy of Citizens Advisory Committees — Avenues to Better Schools — A Guidebook for Citizens Advisory Committees, to W. Arlo Sylvester of Cazenovia, outgoing president at New York State School Boards Association at the annual meeting of that association in Syracuse in October. The guidebook, prepared for use by all groups working for better schools, was reviewed in the October issue of this BULLETIN.

Regents Grant Charters

Charter actions taken by the Board of Regents at its meeting on October 23d, included the following:

The Sands Ring Homestead Museum, Cornwall, was granted an absolute charter. This charter replaces the provisional charter granted in October 1951. The museum has acquired title to the Sands Ring Homestead, which will be used for the preservation and exhibit of records, relics and objects of local historical interest.

The Brown School, a private elementary school in Schenectady, was granted an absolute charter.

A provisional charter, valid for five years, was granted the Mercy Junior College, Wilson Park, Tarrytown. The college is established for the higher education of the members of the community of the Religious Sisters of Mercy of the Union in the United States of America, Province of New York. It will conduct courses of study leading to the degrees of associate in arts and associate in applied science to prepare its students for teaching and other social service in Catholic institutions.

An amendment was granted to the charter of the National Association to Control Epilepsy, Inc., New York City, by which the name of the association was changed to the Epilepsy Association of New York, Inc.

The Regents granted a provisional charter, valid for five years, to the Junior Achievement of Southern Westchester, Inc., of Yonkers, a nonstock corporation formed "to afford to minors education and experience in the organization, management and operation of corporations, including education and training in labor and public relations."

The Regents acted, on unanimous request of its trustees, to cancel the charter of the Stamford Public Library, a school district public library which has been inactive since 1946, and approved transfer of its property to the Stamford Public Library.

A provisional charter valid for five years was granted The Hewlett School of East Islip, a private school for girls, including nursery through 12th grade.

◆ ◆

Bequest Accepted

On behalf of the State Education Department, the Board of Regents accepted on October 23d a bequest of $1000 from the late August Fricker, of Batavia. The money was left for the purpose of providing prizes for students of the New York State School for the Blind, Batavia.

◆ ◆

New Council Approved

A Physiotherapy Advisory Council, consisting of the deans of the physiotherapy schools of the State, was approved by the Board of Regents, at its meeting on October 23d.

Appointments Made by Regents

The Board of Regents at its meeting on October 23d reappointed to the State Board of Pharmacy Examiners Boris M. Liebmann, New York, and James S. Hill, Niagara Falls, each for a term of three years, beginning August 1, 1952. Anthony L. Palladino, Jackson Heights, was appointed to this board for a three-year term to succeed Robert R. Gerstner, New York.

Earl F. O'Brien, Syracuse, was appointed to the Board of Examiners of Professional Engineers and Land Surveyors for a term of three years beginning August 1, 1952. He succeeds Erich Hausmann, Brooklyn, who has served on this board since July 1929.

Eleanor W. Mole, Brooklyn, was appointed to the Board of Examiners of Nurses to fill the unexpired term of Marguerite Koderl, Brooklyn, resigned, or until June 30, 1953. Ruth E. Simpson, New York, was appointed to the Board of Examiners of Nurses for a five-year term from July 1, 1952, to succeed Mrs Frances Kreuter, New York, resigned.

◆ ◆ ◆

Bond Issues Approved

The Board of Regents approved the following bond issues at its meeting October 23d. This action was taken in accordance with the requirements of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness above 10 per cent of the valuation of the district's real property. The issues approved included the following:

Hammond Central School, an issue of $7850 for the purchase of a school bus

Fillmore Central School, an issue of $10,600 for the purchase of two school buses

Fayetteville-Manlius Central School, an issue of $19,200 for the purchase of three school buses

Virgil Central School, an issue of $200,000 for the construction and equipment of an addition to the central school building

Liverpool Central School, an issue of $8000 for the purchase of a school bus

Union Free School District 3, Town of Hempstead, Nassau county (East Meadow High School), an issue of $2,330,000 for school construction and equipment

Secondary Principals To Meet

The New York State Association of Secondary School Principals will hold its annual convention December 14th–16th at Syracuse. The theme will be "Education for Moral and Spiritual Living."

Alumni of State College for Teachers at Albany will hold their annual dinner meeting at the Hotel Onondaga on December 14th at 6 o'clock. Dr Evan Collins, president of the college, will speak on new developments at the college. Reservations should be sent to Arnold Copping, principal of Rhinebeck Central School.

◆ ◆

New Central District

The Mount Morris Central District was voted October 10th by a vote of 505 to 276. The new district is made up of one union free school district and six common school districts, all in Livingston county. This is the 432d central district to be organized in the State.

Educational Notes

Sharp Increase in School Enrolments

Public school enrolments in New York State have increased sharply this school year, according to the regular annual survey just completed by the Bureau of Statistical Services. As of about September 30th, the total enrolment in all public schools was 2,096,402, an increase of 92,225 over the enrolment of September 1951.

New York City reported an increase of 33,688 over the previous September. Apparently migration to suburban areas, so pronounced the preceding year in New York City, had slowed down. Only four cities of the State reported decreased enrolments — Albany, Batavia, Buffalo, Troy. Buffalo commented that a small increase could have been reported had not the age for entrance to kindergarten been advanced, thus deferring the entrance to school of many children. Such action may have affected other districts also.

The cities of the State which gained in public school enrolment over the previous year, together with the amount of increase, are as follows: Amsterdam, 244; Auburn, 325; Beacon, 69; Binghamton, 572; Canandaigua, 8; Cohoes, 62; Corning (District 9), 78; Cortland, 106; Dunkirk, 62; Elmira, 204; Fulton, 128; Geneva, 78; Glen Cove, 291; Glens Falls, 164; Gloversville, 79; Hornell, 57; Hudson, 68; Ithaca, 211; Jamestown, 299; Johnstown, 149; Kingston, 173; Lackawanna, 13; Little Falls, 93; Lockport, 210; Long Beach, 379; Mechanicville, 137; Middletown, 104; Mount Vernon, 276; New Rochelle, 385; New York, 33,688; Newburgh, 99; Niagara Falls, 886; North Tonawanda, 286; Norwich, 130; Ogdensburg, 94; Olean, 156; Oneida, 75; Oneonta, 121; Oswego, 121; Peekskill, 79; Plattsburg, 142; Port Jervis, 123; Poughkeepsie, 46; Rensselaer, 68; Rochester, 1764; Rome, 636; Rye, 97; Salamanca, 76; Saratoga Springs, 31; Schenectady, 617; Sherrill, 179; Syracuse, 875; Tonawanda, 85; Utica, 358; Watertown, 157; Watervliet, 19; White Plains, 237; Yonkers, 1062.

The four cities losing school enrolment are: Albany, 383; Batavia, 52; Buffalo, 3080; Troy, 39.

The net gain in the cities of the State was 43,777.

Of the 101 villages with superintendents of schools, 95 reported increased enrolments and six reported decreased enrolments. The combined decrease of the six was only 144 pupils. Total increase of the other 95 villages was 16,660, making a net gain of 16,516.

Central and union free schools with secondary school departments had a net increase of 28,432. Part of this increase is due to an increase in the number of central schools themselves. Contrarily, this larger number of central schools decreased the union free and the common schools to a considerable extent.

It is estimated that the net increase in the common school districts and the union free districts having elementary departments only was 3500 pupils.

Inasmuch as this survey reports beginning enrolments, it should be pointed out that year-end enrolments will be larger because schools will continue to enrol pupils during the school year.

Houseman Elected President

Superintendent W. Lynn Houseman of Geneva was elected president of the Council of School Superintendents at its annual meeting at Saranac Inn, September 30th. Other officers elected were T. James Ahern of Mamaroneck as vice president and Erle L. Ackley of Johnstown re-elected secretary-treasurer.

In resolutions adopted by the council the city and village superintendents pledged cooperation in the teacher recruiting campaign, especially among high school pupils, and cooperation with the State Committee on Problems of Educational Administration and affiliated groups in the program for training school administrators; expressed appreciation of cooperation in meeting the problems of education as increasingly manifested by industry, business and labor; supported the Joint Legislative Committee on Natural Resources in its efforts to promote the goals of conservation and education; suggested closer relations with the Association of District Superintendents and with the chief school district officers of the State.

The council expressed its conviction that noncommercial television stations are imperative for the preservation of free communication in this medium, stated its faith in the program for the development of educational telecasting planned by the Board of Regents and pledged its assistance at the local level.

Another resolution asked the State Education Department to sponsor an amendment to the state scholarship law to assure that temporary or summer residence should not be used to defeat the intent of the law with regard to geographic distribution of these scholarships.

The council approved several resolutions relating to contracts, retirement and salaries for superintendents.

Other resolutions indorsed a lifting of the ceiling above which formal bids are required for the purchase of supplies; sponsored a study of the financial needs of the schools as affected by the mounting cost of living and advocated increase in state aid to education.

The council voted to seek legislation to enable cities recently granted fiscal independence to resubmit to the voters within one year a proposal for increasing the tax limit and to make a simple majority vote valid for such purpose. Approval was also voted of constitutional amendments introduced by the Moore Commission providing optional fiscal independence for the five larger cities of the State and the council advocated for these and other cities taxing powers sufficiently broad to make fiscal independence worth while.

◆ ◆

Olean Scholarship

Herbert L. Sackett, retired principal of Olean High School, has set up a scholarship fund to help Olean High School graduates to secure a college education. Mr Sackett was principal at Olean from 1917 to 1946 and had previously been principal at Dunkirk.

◆ ◆

Regional Librarian

Roland C. Willcox, formerly director of the Westfield (Mass.) Athenaeum, was appointed provisionally on October 1st as regional librarian of the Regional Library Service Center at Watertown. He succeeds Julia Ruth Armstrong, who resigned last January.

District Superintendents Meet

The New York State Association of District Superintendents of Schools held its 41st annual convention in New York City, October 12th–15th, in a joint meeting with the National Association of County and Rural Area Superintendents. The theme of the national association meeting was "Charting Our Course of Action," a timely topic in view of the extensive study of the office of the district superintendent which the state association has been making for the past three years.

Harry W. Gross of Mineola, superintendent of the second supervisory district of Nassau county, was elected president of the state association for 1952–53. Other officers elected are: vice president, William Ray Buell, East Aurora, third supervisory district, Erie county; second vice president, Mrs Ruth B. Winch, Westfield, fourth supervisory district, Chautauqua county; secretary, Morris J. Livingston, Williamson, third supervisory district, Wayne county; treasurer, Harold E. Hollister, White Plains, second supervisory district, Westchester county.

The association approved a resolution requesting its salary and legislative committees to renew efforts to gain a more satisfactory salary law for district superintendents during the coming session of the Legislature.

Another resolution approved by the association recommends that an annual two-day school for district superintendents be held.

The next meeting of the state association will be held at Saranac Inn, September 30–October 2, 1953.

◆ ◆ ◆

Study of District Superintendency

Rural Leadership and Service — A Study of the District Superintendency.

This guide follows the preliminary report in 1950 of the committee appointed in 1949 to conduct a study of the changing status of the district superintendency, as a joint project of the State Association of District Superintendents and the Cooperative Project in Educational Administration of Teachers College, Columbia University.

This guide uses the chart and discussion method to arrive at a definition of the district superintendency as a necessary base for the development of the status of the office. The charts, each with its accompanying guide for discussing the implications suggested by the charts, cover the purpose of the superintendency, the effect of social and economic changes, national and local, on the office, educational and community leadership and the several functions of the office. One section deals with the basic principles and concepts of the office and its "structure."

W. R. Buell, superintendent for the third supervisory district of Erie county, as chairman of the committee acknowledges in a preface the response of district superintendents and the cooperation of school principals and board members and lay leaders in forwarding the progress of the study which is primarily designed to contribute to the educational welfare of all the children of the State.